



NUI Galway
OĒ Gaillimh

2019 - UNESCO Child and Family Research Centre 9th Biennial International Conference (13-14 June 2019)

Networking and comprehensive support for families in situations of extreme social exclusion. The case of Los Asperones (Malaga, Spain).



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RESEARCH PROJECT

NETWORKING AND SOCIO-EDUCATIONAL INTERVENTION TO PROMOTE RESILIENCE IN CHILDREN UNDER RISK

Project funded by the department of Innovation, Science and Employment
of the Government of Andalusia
(Ref: P12 SEJ 1366).

Socio-demographic data: Aprox. 1000 persons (around 295 families)
Population mostly Roma
Under 16: 36% of the population.

Economy and Work:

69,1% of the population unemployed with no incomes.
23,2% Social Benefits
7,7% Employed

Education:

Only 13,7% of the population has accomplished compulsory education
High % of the population drop-out school at 16 years old.

Family:

Large families and Overcrowded houses

Neighborhood location:

In the outskirts of the city. 1'5 Km to the closest neighbourhood.
Badly communicated area. Totally excluded

Miscellaneous: Marginalization, poverty, drugs, delinquency, prison... are present in their lives.

Asperones's Poster

Research Design

Quantitative Research

- Connor-Davidson Resilience Scale (CD-RISC).
- Duke-UNC Functional Social Support Questionnaire
- **QUANTITATIVE STATISTICAL ANALYSIS**

Qualitative Research

(Part I)

3 Biographical Studies:

- Piri
- Caco
- Jose

(PART II)

CASE STUDY:

SOCIO-EDUCATIONAL WORK IN THE COMMUNITY

FIELD WORK

Two levels:

1.- SCHOOL "MARÍA DE LA O".

2.- REST OF THE BODIES INVOLVED IN THE SOCIAL AND EDUCATIONAL TASK CARRIED OUT IN ASPERONES.

The story of Juana

Juana dropped out secondary school without completing it.

At the age of 17 she met her partner and decided to *run away* to live with him.

She has two children: 13 and 10 years old respectively.

She dedicated herself to the upbringing of her children and the domestic tasks – Sexist environment.

Whenever possible, she looked for work or took training courses.

The jobs she has generally performed have been unskilled.

She is currently working as a diningroom monitor in the primary school in the neighbourhood.

Her husband works in precarious conditions in a car repair shop.

In 2010-11 she decided to start studying again.

The main reasons that encouraged her:

That this certificate "is necessary for everything (...). And it is good to know" (Juana, 02'32").

In addition, in order to be able to work also in the extracurricular activities and the summer school of the school they demanded it:

"If she wanted to promote in her job it was necessary to have some studies" (Headmaster of the Primary School, 01'45").

Radio ECCA

"It took me a big effort, and more, to memorize and remember how to study. I no longer remembered how to study" (Juana, 04'45").

I had to "learn to study again" (Juana, 05'15").

Sometimes she coincided doing homework with her children, which contributed to the development of a home-study climate.

At that time there was a very high percentage of people without basic studies in the neighborhood (more than 99%) and it was not common to re-take studies.

Historically there has been a lack of faith and detachment from the formal education system.

Juana tries to inculcate her children:

"The more you study, the more possibilities of work and the better Jobs you will have" (Juana, 10'25").

She would like her children to have a life "in conditions such as I do not have" (Juana, 11'16"). Also that they create a family, but outside the neighborhood, so that "they can see other things" (Juana, 11'28").

Her children "don't ask their father, they ask me. They know that I do know and that their father does not know" (Juana, 17'28").

She has become an educational reference for her children, husband, nephews and neighbors of the neighborhood.

She hopes her story will break certain limiting ideas, as: "I am too old to study" (Juana, 23'18").

**THANK YOU VERY
MUCH FOR YOUR
ATTENTION**



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